

## STUDENTS

### Student Discipline

#### District Continuum of Discipline Responses

Kennewick School District is committed to providing all students and staff with a safe and orderly learning environment. Student behavior that impacts learning and safety should be responded to by school staff with the goal of providing opportunities to learn, strengthen skills and encourage future positive school experiences. Interventions and supports should be attempted prior to students being excluded from the school environment to the greatest extent possible. The continuum of responses does not constitute progressive discipline. Students may receive a higher-level response to continued or repeated behavior but should be given repeated opportunities and alternative interventions prior to the imposition of exclusionary discipline at Level 3 and Level 4, based on individual circumstances.

School staff will seek to implement the intervention(s) that seem to support positive behavior most effectively for the specific student under the specific circumstances.

#### Level 1 Responses

Level 1 interventions and responses are those that are designed to teach safe, respectful and responsible behavior. These are teaching and classroom management strategies.

<i>Examples of Level 1 Classroom Responses and Interventions</i> <i>*This list is not intended to be exhaustive, and schools are encouraged to continue to develop and implement classroom-based interventions and supports.</i>	
<i>• Specific Praise</i>	<i>• Reinforcement plans</i>
<i>• Ongoing teaching/re-teaching of behavioral expectations</i>	<i>• Social-emotional curriculum taught consistently</i>
<i>• Specialized schedule</i>	<i>• Visual break schedule</i>
<i>• Visual expectations</i>	<i>• Sensory space in the classroom</i>
<i>• Prompt entire class about expectations</i>	<i>• Give verbal and/or visual warning about expectations</i>
<i>• Provide choices</i>	<i>• Re-teaching behavior expectations</i>
<i>• Behavior support plan</i>	<i>• Trauma-informed practices</i>
<i>• Check-in/Check-out</i>	<i>• Move seat</i>

• <i>Discipline by proximity</i>	• <i>Positive reinforcement/praise</i>
• <i>Behavior and classroom management techniques for healthy relationships</i>	• <i>De-escalation strategies</i>
• <i>Mentor advocates for students</i>	• <i>Brain/physical break/calming walk</i>

### Level 2 Responses

Level 2 responses and interventions may involve support staff and/or administrators. These interventions aim to increase the student’s skills, positive attitude towards school, and reinforcement that creates positive experiences rather than the negative reinforcement that is the result of misbehavior.

<i>Examples of Level 2 Classroom and Building Level Interventions</i> <i>*This list is not intended to be exhaustive and schools are encouraged to continue to develop and implement classroom and building level interventions and supports.</i>	
• <i>School-wide behavior expectations that are taught and retaught</i>	• <i>Building-wide lessons taught to the expectations</i>
• <i>Video modeling</i>	• <i>Visual expectations</i>
• <i>Re-teaching expectations</i>	• <i>Positive behavior intervention strategies</i>
• <i>Community circles</i>	• <i>Give verbal and/or visual warning about expectations</i>
• <i>Meet with prevention/intervention specialist</i>	• <i>Work with a counselor</i>
• <i>Check in/check out process</i>	• <i>Behavior plan</i>
• <i>Anger management skills instruction</i>	• <i>Alter passing time to limit time in hallways with other students</i>
• <i>Restorative practices</i>	• <i>Brain breaks – de-escalation strategies</i>
• <i>Whole group incentives</i>	• <i>Work with MTSS coach/team</i>
• <i>Peer mediation</i>	• <i>Alternative recess activities</i>

### Level 3 Responses

Level 3 responses may result in the short-term removal, either in school or out of school, of a student from the school environment due to the severity of the behavior or a failure to respond to level 1 and level 2 interventions. The duration of the short-term suspension, if issued, is to be limited as much as possible while adequately addressing the behavior. In the case of repeated need for short-term suspension, an assistance plan (Behavior Intervention Plan, Student Assistance Plan) should be developed.

#### Level 4 Responses

Level 4 responses may result in the removal of a student from the school environment for longer periods of time to address the severity of the behavior and to address safety of the school environment. Responses may involve the reassignment of a student to another school or to an alternative program that will provide additional structure to teach appropriate behavior.

#### Behavioral Types

Behavioral violations are classified into types, based on severity of disruption to the educational environment and impact to school safety. The classification of behavior violations can be found on R3300.2 District Discipline Matrix.

Type 1 Behavioral incidents generally can be responded to with Level 1 interventions and supports. Level 2 responses may be used if the Level 1 response is not effective or if behavior is repeated in the same day or class period. Type 1 behaviors may not result in Level 3 or 4 responses.

Type 2 Behavioral incidents may result in Level 1, 2 or 3 responses.

Type 3 Behavioral incidents may result in Level 2, 3 or 4 responses.

Type 4 Behaviors incidents may result in Level 3 or 4 responses.